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APPENDIX A

INSTRUMENTS

NATIONAL BUSINESS EDUCATION ASSOCIATION

STUDENTS TYPEWRITING TESTS

1501

National Business Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

VOLUME 15 For Students Completing First Semester of Typewriting Instruction NUMBER 1

Typewriting I-First Semester

DIRECTIONS: This test consists of four parts: Part A, a 5-minute timed writing to be typewritten twice and only the better score included in the test score; Part B, a short theme to be typewritten from longhand; Part C, a simple centering problem; and Part D, a business letter.

1. Read carefully the directions for each part of the test.
2. Materials needed are: typewriting paper (6-8 sheets).
3. Use a separate sheet of paper for each problem, except as indicated for Part C.
4. Type your name in the upper right corner of each sheet before the test begins.
5. When you complete a given part of the test, repeat that part from the beginning until time is called. A problem incomplete because time is called will receive partial credit.
6. Erasing is not permitted on any part of this test. You may earn bonus points by following directions carefully and arranging copy correctly.
7. Do not type the numbers shown in the right-hand margins. They are used for scoring purposes.

DO NOT BEGIN WRITING UNTIL YOU ARE DIRECTED TO DO SO.

Type or Print

Name _____ Date _____
First Initial Last

School _____

City _____ State _____ Zip _____

SUMMARY OF RESULTS	Point Score	Information for Awards
PART A – Timed Writing (best one of two, 5 Minutes each), 10 Minutes		Part A
PART B – Theme Writing, 5 Minutes		No. of Gross Words per Min.
PART C – Centering, 10 Minutes		Total No. of Errors
PART D – Letter Writing, 10 Minutes		Minimum Productive Rate
Total points		

This is to certify that the student whose name appears above has taken the Students Typewriting Test sponsored by the National Business Education Association and is entitled to the NBEA Typewriting Award noted below. Mark (x) type of award desired.

	Bronze	Silver	Gold
Certificate			
Pin			

Signed _____
(Person to whom award is to be sent)

PART A—FIVE MINUTE TIMED WRITING (10 Minutes)

DIRECTIONS: Use a 70-space line, a 5-space paragraph indention, and double spacing. If you complete the copy before time is called, start again at the beginning. Do not erase on this part of the test. Take two 5-minute timed writings. Only the better one will be included in the total test score.

	TOTAL WORDS
On a clear, sunny day you can find no better exercise than going for	13
a long, brisk walk. The fresh air and the bright sun seem to brush	26
away the troubles and worries brought about by the pressures of your	40
job. When you begin to look at the beauty all around you, these petty	54
problems seem unimportant.	59
Walking is a good way to relax whether it is summer, winter, spring,	73
or fall. In the summer the best time to walk is early in the cool of	87
the morning or late in the evening when the sun is not quite so bright.	101
In the winter it is stimulating to walk either in the morning or after-	115
noon when the rays of the sun take part of the chill from the air. In	129
the fall and spring walking is enjoyable almost any time of the day.	143
In the early morning there is a crispness in the air that makes you	156
want to walk quickly and speak to everyone you meet. In the late after-	170
noon a long walk before the dinner hour seems to release your mind	184
from all ideas except those which are happy and pleasant. You may	197
find you prefer a walk in the early evening when the heat of the day	210
has passed but the chill of the evening has not yet descended. Walking	225
is the kind of exercise which may be enjoyed in any season.	237
Most persons today do not take time to walk. They jump into their	250
cars and drive wherever they are going. It is true that you may save	264
time this way, but it does not provide for any release from the day's	277
tensions. Doctors tell us if we would take time to walk each day and	291
to look about us at the beauties of nature, we would have more zest	305
for living and fewer cases of ulcers.	312

PART B—THEME WRITING (5 Minutes)

DIRECTIONS: Type this theme, using double spacing and a 5-space paragraph indention. Center the title in all caps 2 inches from the top of an 8 1/2 by 11 inch sheet of paper. Triple space (2 blank lines) between the title and the body of the theme. Leave 1 1/2 inch side margins.

	Points	
MOTIVATION RESEARCH	1	1
Many people think there is something	1	2
dark and mysterious about this thing called	1	3
motivation research. Do you? Actually we	1	4
all try to do a little of this research	1	5
each time we ask <u>why</u> someone said	1	6
what he did or acted in the way	1	7
in which he did. The key to motivation	1	8
research is centered around the word	1	9
<u>why</u>. The purpose of this type of	1	10
research is to find out why people	1	11
act the way they do.	1	12
Business uses motivation research	1	13
to study <u>why</u> people buy rather	1	14
than <u>what</u> they buy. The main	1	15
problem facing business in regard	1	16
to the use of motivation research	1	17
is whether the consumer will not	1	18
like this research to the point	1	19
that he will not cooperate.	1	20

PART C—CENTERING

(10 Minutes)

DIRECTIONS: Center the following copy vertically and horizontally on a sheet of paper 8 1/2 by 5 1/2 inches (fold in half an 8 1/2 by 11 inch sheet of paper). Maintain the same arrangement as shown in the copy. Double space (1 blank line) after each heading. Single space the numbered items. If you complete the problem, type it again on the other half of the sheet. If time permits, type a third copy on another folded sheet.

		Points
RESULTS OF SURVEY OF DUTIES OF OFFICE EMPLOYEES	2	2
Ranked According to Frequency	2	4
1. Use the telephone	2	6
2. Use filing system or systems	2	8
3. Examine and/or sort business papers	2	10
4. Use adding machine	2	12
5. Type addresses on envelopes	2	14
6. Make carbon copies	2	16
7. Fill in printed forms on typewriter	2	18
8. Verify and/or list information	2	20
9. Use stapler	2	22
10. Type data from one record onto another	2	24
11. Prepare material for filing	2	26
12. Copy from rough draft on typewriter	2	28

PART D—LETTER WRITING

(10 Minutes)

DIRECTIONS: Type the following business letter in the style shown. Use a 5-inch line (50 pica, 60 elite spaces). Plan vertical spacing for attractive placement; this is a medium or average length letter.

		Points
(Current Date)	1	1
Mr. Richard Allen	1	2
1503 Kemp Boulevard	1	3
Albany, New York 12203	1	4
Dear Mr. Allen:	1	5
It was a pleasure to have you visit our FBLA meeting and discuss	2	7
our EDP system. We hope that your visit was both pleasant and	2	9
profitable.	2	11
As you requested, we have prepared a complete listing of	2	13
the courses we offer in EDP and a brief description of each.	2	15
You will find that we have added five courses since last	2	17
fall in this department.	2	19
We would appreciate hearing from you when you have completed	2	21
your comparison of the EDP systems in New York schools.	2	23
Please feel free to write us for any additional information	2	25
about our FBLA chapter or our EDP system.	2	27
Sincerely yours,	1	28
Mark Selber, Chairman	1	29
(Type your initials here.)	1	30

Name _____

INTERNAL VERSUS EXTERNAL

Directions: Circle a or b in each of the 29 items. Your answer is to be your "gut" feeling.

1. a. Children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.
   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.
   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.
   b. Trusting to fate has never turned out as well for me as making decisions to take a definite course of action.

10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
    b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
    b. Getting a good job depends mainly on being in the right place at the right time.

Internal Versus External--Page 2 Your Name _____

12. a. The average citizen can have an influence in government decisions.
    b. The world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.
    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.
    b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.
    b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
    b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
    b. By taking an active part in political and social affairs the people can control world events.

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
    b. There really is no such thing as "luck."

19. a. One should always be willing to admit mistakes.
    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.
    b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.
    b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.
    b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.
    b. A good leader makes it clear to everybody what their jobs are.

 Your Name _____

25. a. Many times I feel that I have little influence over the things that happen to me.
    b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are loncly because they don't try to be friendly.
    b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.
    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.
    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.
    b. In the long run the people are responsible for bad government on a national as well as on a local level.

THE CLOZE TEST

This is a test to provide information on how well you read paragraphs. It was prepared by deleting every fifth word in the reading passage. To complete the passage, you are to write in the blank space the word which you think has been left out.

The word might be a contraction such as couldn't. It might be a number such as ten. It might be part of a hyphenated word such as self-control or an abbreviation such as Dr.. Most frequently, however, it will be an ordinary word.

While all of the blanks are exactly the same length and the words which go into the blanks may be short or long, only ONE word is to be written in each blank.

Please try to complete every blank space. There is no penalty for guessing, and the score is the total number correct. If you cannot complete the blank on the first reading, continue reading the passage. Then go back and try to fill in the blanks you did not get on the first attempt.

You will have seven minutes to complete the passage. Keep working until time is called.

Are there any questions?

THE ART OF LISTENING

Most people spend more than half of each working day just LISTENING. Therefore, if you have TO spend so many hours EACH day listening, doesn't it MAKE very good sense to LEARN to listen efficiently? Effective LISTENING has been a major REASON why many people in ALL walks of life have BEEN able to reach important AND desirable positions in business.

IN your role as a SECRETARY, effective listening has great IMPORTANCE. The more efficiently you LISTEN to your boss, the BETTER will you know him AND the way he thinks. THE better you know him AND the way he thinks, THE sooner will you be ABLE to handle the hundreds OF chores that are related TO his job and to YOUR job.

The mediocre or POOR listener will often have TO have directions repeated for HIM before he grasps what ACTION he should take. The GOOD listener, the one who HAS learned the importance of LISTENING, needs to be given DIRECTIONS only once.

Here are A number of things you CAN do to be an EFFICIENT listener:

When you are LISTENING to a person, listen TO him; don't let your MIND wander to points that ARE not related to the BUSINESS at hand.

Try to GRASP the thought that a PERSON is trying to get ACROSS to you; don't try TO remember word for word WHAT he says.

When a PERSON'S message is not clear TO you, don't hesitate to ask him to repeat it. A businessman is always glad TO clarify directions that are NOT entirely clear.

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STUDENT QUESTIONNAIRE

Please complete the following information:

1. Name _____

2. Age _____

3. Female _____ Male _____

4. Freshman _____ Sophomore _____

5. Business Major _____ Non-Business Major _____

6. Previous Education: High School Graduate? Yes _____ No _____

   From _____

   Program: Academic-College Prep _____

   Commercial _____

   General _____

   Other _____

7. Previous Typing Instruction:

   a. _____junior high semesters; approximate dates: _____

   b. _____high school semesters; approximate dates: _____

   c. _____college semesters; approximate dates: _____

8. Specify other types of typewriting instruction, how much, and the approximate dates: _____

   _____

   _____

   _____

9. Do you own your own typewriter? Yes _____ No _____

10. Have you had any work experience? Yes _____ No _____

11. What are your career plans after graduation from this college? _____

    _____

    _____

    _____

Name _____

Week _____

TYPEWRITING PRACTICE RECORD

Identify the number of minutes of typewriting practice each day and specify whether practice was done in your college facilities or elsewhere.

Day	Practice Time		Daily
	College Facilities	Elsewhere	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
WEEKLY TOTALS			

APPENDIX B

TABLES

TABLE 19

R^2 and ANOVA for Gross Words Per Minute (GWPM) Comparing Control and Experimental Groups Without Pretest--Six Variables

	GROUP 1 (CONTROL: FIVE DAYS)					GROUP 2 (EXPERIMENTAL: THREE DAYS)				
Source of Variance	DF	SS	MS	F	Prob.	DF	SS	MS	F	Prob.
Regression	6	259.84	43.30	.39	.867	6	1495.23	249.20	3.03	.044*
Residual	13	1414.32	108.79			13	1068.60	82.20		
	R^2 = .15521					R^2 = .58320				

*Significant

TABLE 20

Multiple Regression for Gross Words Per Minute (GWPM) Comparing Control and Experimental Groups Without Pretest--Six Variables

	GROUP 1 (CONTROL: FIVE DAYS)				GROUP 2 (EXPERIMENTAL: THREE DAYS)			
Variable	Regression Coefficient	Standard Error B	F-Value	Prob.	Regression Coefficient	Standard Error B	F-Value	Prob.
Locus	-4.71	5.14	.841	.376	-6.11	5.78	1.114	.310
Tapping	2.84	6.43	.195	.665	6.88	4.42	2.418	.144
Previous Typing	3.38	7.92	.182	.676	11.82	4.69	6.334	.026*
Own Typewriter	-3.27	6.41	.261	.618	4.88	4.75	1.055	.323
Age	.26	.49	.281	.605	-.73	.51	2.046	.176
Cloze	3.11	6.61	.220	.646	4.23	4.79	.780	.393
Constant	36.23	19.65	3.398	.088	42.98	15.72	7.469	.017

*Significant

TABLE 21

R^2 and ANOVA for Gross Words Per Minute (GWPM) Comparing Control and Experimental Groups With Pretest--Seven Variables

	GROUP 1 (CONTROL: FIVE DAYS)					GROUP 2 (EXPERIMENTAL: THREE DAYS)				
Source of Variance	DF	SS	MS	F	Prob.	DF	SS	MS	F	Prob.
Regression	7	1520.83	217.26	17.00	.000*	7	2293.60	327.65	14.54	.000*
Residual	12	153.33	12.77			12	270.23	22.51		
	R^2 = .90841					R^2 = .89460				

*Significant

TABLE 22

Multiple Regression for Gross Words Per Minute (GWPM) Comparing Control and Experimental Groups With Pretest--Seven Variables

	GROUP 1 (CONTROL: FIVE DAYS)				GROUP 2 (EXPERIMENTAL: THREE DAYS)			
Variable	Regression Coefficient	Standard Error B	F-Value	Prob.	Regression Coefficient	Standard Error B	F-Value	Prob.
Pretest GWPM	.78	.07	98.687	.000*	.85	.14	35.425	.000*
Locus	-2.17	1.78	1.490	.246	-.20	3.18	.004	.951
Tapping	3.06	2.20	1.931	.190	4.07	2.36	2.972	.110
Previous Typing	-4.61	2.83	2.650	.129	-6.32	3.91	2.607	.132
Own Typewriter	.14	2.22	.004	.948	2.03	2.53	.642	.439
Age	.18	.16	1.203	.294	-.34	.27	1.534	.239
Cloze	.26	2.28	.013	.909	.54	2.58	.043	.838
Constant	14.34	7.08	4.097	.066	21.19	9.01	5.534	.037

*Significant

TABLE 23
R^2 and ANOVA for Errors Per Minute (EPM) Comparing Control and Experimental Groups Without Pretest--Six Variables

	GROUP 1 (CONTROL: FIVE DAYS)					GROUP 2 (EXPERIMENTAL: THREE DAYS)				
Source of Variance	DF	SS	MS	F	Prob.	DF	SS	MS	F	Prob.
Regression	6	16.97	2.82	.52	.775	6	7.74	1.29	1.04	.440
Residual	13	69.42	5.34			13	16.03	1.23		
	R^2 = .19647					R^2 = .32560				

TABLE 24
Multiple Regression for Errors Per Minute (EPM) Comparing Control and Experimental Groups Without Pretest--Six Variables

	GROUP 1 (CONTROL: FIVE DAYS)				GROUP 2 (EXPERIMENTAL: THREE DAYS)			
Variable	Regression Coefficient	Standard Error B	F-Value	Prob.	Regression Coefficient	Standard Error B	F-Value	Prob.
Locus	-1.21	1.13	1.138	.305	.13	.70	.035	.853
Tapping	-1.36	1.42	.910	.357	-.02	.54	.002	.961
Previous Typing	-.86	1.75	.245	.629	-.34	.57	.352	.563
Own Typewriter	-.27	1.42	.038	.847	.58	.58	1.011	.333
Age	-.13	.10	1.433	.253	-.12	.06	3.767	.074
Cloze	-.62	1.46	.179	.679	-.03	.58	.003	.954
Constant	7.65	4.35	3.087	.102	4.56	1.92	5.617	.034

TABLE 25

R^2 and ANOVA for Errors Per Minute (EPM) Comparing Control and Experimental Groups With Pretest--Seven Variables

	GROUP 1 (CONTROL: FIVE DAYS)					GROUP 2 (EXPERIMENTAL: THREE DAYS)				
Source of Variance	DF	SS	MS	F	Prob.	DF	SS	MS	F	Prob.
Regression	7	18.92	2.70	.48	.831	7	11.56	1.65	1.62	.220
Residual	12	67.47	5.62			12	12.21	1.01		
	R^2 = .21903					R^2 = .48640				

TABLE 26

Multiple Regression for Errors Per Minute (EPM) Comparing Control and Experimental Groups With Pretest--Seven Variables

	GROUP 1 (CONTROL: FIVE DAYS)				GROUP 2 (EXPERIMENTAL: THREE DAYS)			
Variable	Regression Coefficient	Standard Error B	F-Value	Prob.	Regression Coefficient	Standard Error B	F-Value	Prob.
Pretest EPM	.24	.41	.346	.567	.33	.17	3.757	.076
Locus	-1.18	1.17	1.020	.332	.86	.74	1.342	.269
Tapping	-.96	1.61	.355	.562	.02	.49	.001	.967
Previous Typing	-.79	1.80	.192	.669	-.20	.52	.156	.699
Own Typewriter	.14	1.62	.007	.932	.55	.52	1.089	.317
Age	-.12	.11	1.252	.283	-.07	.06	1.616	.228
Cloze	-.87	1.56	.314	.585	.17	.54	.102	.755
Constant	6.46	4.90	1.738	.212	2.00	2.19	.833	.379

TABLE 27

R^2 and ANOVA for Production Copy (PROD) Comparing Control and Experimental Groups Without Pretest--Six Variables

	GROUP 1 (CONTROL: FIVE DAYS)					GROUP 2 (EXPERIMENTAL: THREE DAYS)				
Source of Variance	DF	SS	MS	F	Prob.	DF	SS	MS	F	Prob.
Regression	6	1958.59	326.43	.26	.943	6	23258.63	3876.43	1.96	.144
Residual	13	15986.40	1229.72			13	25596.94	1968.94		
	R^2 = .10914					R^2 = .47608				

TABLE 28

Multiple Regression for Production Copy (PROD) Comparing Control and Experimental Groups Without Pretest--Six Variables

	GROUP 1 (CONTROL: FIVE DAYS)				GROUP 2 (EXPERIMENTAL: THREE DAYS)			
Variable	Regression Coefficient	Standard Error B	F-Value	Prob.	Regression Coefficient	Standard Error B	F-Value	Prob.
Locus	-2.14	17.29	.015	.903	-26.07	28.32	.847	.374
Tapping	18.95	21.64	.766	.397	17.38	21.66	.643	.437
Previous Typing	25.19	26.63	.894	.352	62.77	22.98	7.458	.017 *
Own Typewriter	8.84	21.55	.168	.688	17.07	23.26	.538	.476
Age	.62	1.66	.142	.712	-.05	2.50	.000	.978
Cloze	-1.27	22.25	.003	.955	19.59	23.48	.696	.419
Constant	54.22	66.08	.673	.427	51.87	76.98	.454	.512

*Significant

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TABLE 29
R^2 and ANOVA for Production Copy (PROD) Comparing Control and Experimental Groups With Pretest--Seven Variables

	GROUP 1 (CONTROL: FIVE DAYS)					GROUP 2 (EXPERIMENTAL: THREE DAYS)				
Source of Variance	DF	SS	MS	F	Prob.	DF	SS	MS	F	Prob.
Regression	7	11102.73	1586.10	2.78	.057	7	29709.68	4244.24	2.66	.065
Residual	12	6842.26	570.18			12	19145.26	1595.43		
	R^2 = .61871					R^2 = .60812				

TABLE 30
Multiple Regression for Production Copy (PROD) Comparing Control and Experimental Groups With Pretest--Seven Variables

	GROUP 1 (CONTROL: FIVE DAYS)				GROUP 2 (EXPERIMENTAL: THREE DAYS)			
Variable	Regression Coefficient	Standard Error B	F-Value	Prob.	Regression Coefficient	Standard Error B	F-Value	Prob.
Pretest PROD	.88	.22	16.037	.002*	.92	.45	4.043	.067
Locus	-3.95	11.78	.112	.743	-24.11	25.51	.893	.363
Tapping	-3.27	15.75	.043	.839	5.65	20.35	.077	.786
Previous Typing	7.13	18.68	.145	.709	16.95	30.78	.303	.592
Own Typewriter	17.57	14.83	1.402	.259	6.16	21.63	.081	.781
Age	.14	1.14	.015	.903	-.55	2.27	.058	.812
Cloze	-1.87	15.15	.015	.904	3.45	22.60	.023	.881
Constant	36.95	45.20	.668	.430	59.60	69.40	.737	.407

*Significant

APPENDIX C

TERMINAL GOALS

TERMINAL GOALS
IN BEGINNING COLLEGE TYPEWRITING

1. While keeping your eyes on the material itself, operate the letter, number, and symbol keys by touch with correct fingering.

2. Without raising your eyes from what you are copying, return and indent the carriage by touch.

3. Correctly set and reset the paper guide, margin stops, tabulator stops, and vertical linespacer.

4. Answer correctly at least 90 percent of the questions on the objective tests covering the technical information (terminology; correct spacing after punctuation marks and after sentences; word division; use of symbols; names of parts of letters, tables, reports, and invoices; meanings of revision marks; and meanings of abbreviations).

5. Proofread typed work against a key, mark and count errors, and compute speed on work that is timed.

6. Produce mailable copies of the following production jobs from arranged copy at the rate of 10 words a minute or more: (a) enumeration, (b) a four-column table with title, subtitle, and column headings, (c) an interoffice memorandum, and (d) a blocked business letter with an enumeration in the body.

7. Using appropriate spacing, display, and positioning, produce mailable copies of the following production jobs from unarranged or rough-draft copy at the rate of 10 words a minute or more: (a) a one-page manuscript with three footnotes, (b) 10 envelopes from a list of 10 mailing addresses, (c) an average length letter in the style of your choice, (d) a long invoice with five columns and many numbers, and (e) an interoffice memorandum.

8. Copy paragraph material line for line at the speed of not less than 25 words a minute for 5 minutes, with four or fewer errors.

9. Given the proper supplies, demonstrate that you can perform the cleaning and maintenance function on your typewriter.

10. Demonstrate good work habits consistently during class sessions.